

BTEC Level 3 National in Health and Social Care

First teaching September 2016



Sample Marked Learner Work

External Assessment

Unit 1: Human Lifespan Development

In preparation for the first teaching from September 2016 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of Nationals BTEC Level 3 qualification.

What is Sample Marked Learner Work (SMLW)?

The following learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

Each question explores two responses; one good response, followed by a poor response. These responses demonstrate how marks can be both attained and lost.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Below displays the format this booklet follows. Each question will show a learner response, followed by comments on the command verbs and the content of the question. Tips may be offered where possible.

The appendix has attached a mark scheme showing all the possible responses that perhaps were not explored in the SMLW, but can still be attained.

The red box comments on the command verbs used in the question. Command typically means; to instruct or order for something to be done. Likewise, in assessments, learners are required to answer questions, with the help of a command verb which gives them a sense of direction when answering a question.

This box may choose to highlight the command verb used and comments if the learner has successfully done this, or not.

The green box comments on the content words and phrases. Content makes reference to subject knowledge that originates from the specification. Learners are required to use subject specific knowledge to answer the questions in order to gain maximum marks.

The comments may include:

- *Any key words/phrases used in the learner's answer.*
- *Why has the learner gained x amount of marks? And why/how have they not gained any further marks?*
- *Any suggestions/ ideas regarding the structure of the answer.*
- *If the answer meets full marks- why it is a strong answer? What part of the content has been mentioned to gain these marks?*

TIPS!



Tips offer helpful hints that the learner may find useful. For example:

- *Recommended length of the answer*
- *Reference to the amount of marks awarded*
- *General advice for the learner when answering questions*

Question 1: Describe gross and fine motor skills in relations to how David's ability to grasp objects should develop.

[Total marks for Q1- 6 marks]

- 1 Describe gross and fine motor skills in relation to how David's ability to grasp objects should develop.

Gross motor skills are those skills which use the large muscles in the back, neck, leg & arms. Fine motor skills are those skills which use the small muscles in the fingers, particularly the grasp using the finger & thumb. Hand eye coordination is also involved. The development of gross & ^{Fine} motor skills is linked. David's ability to grasp will depend upon the development of his large muscles in his back, arm & wrist. By the age of two, David should be able to turn the pages of a book 2 or 3 at a time by grasping the paper. This will include the use of large muscle movements in the forearm enabling David to move his fingers in the right way.

Total for Question 1 = 6 marks

David should also be able to grasp a ball & throw this, showing how the combination of fine & gross motor skills are needed to develop the grasp. Both skills should continue to develop until at the age of 5 he will mature grasp pattern & be able to hold a pencil firmly & confidently.

6

The command verb is Describe which is defined in the unit as 'giving a clear objective account, showing recall and if relevant, application of the relevant features and information.'

Good response: The learner has defined gross and fine motor skills and then provided a clear and objective account, in their own words, of how David's skills in both areas will develop over time.

Good response: Question 1 addresses the physical development of the youngest child, (David), in the case study and relates to Assessment Outcome 1, (AO1), section A1, Physical Development across the Life Stages.

The learner has accurately defined gross and fine motor skills and then linked the skills to the development of the child in the scenario. The learner has recognised the holistic nature of human lifespan development and the effects of one area of development upon another. Two areas of skill have been described showing an understanding of how a two year old would typically use their fine and gross motor skills at this age.

- 1 Describe gross and fine motor skills in relation to how David's ability to grasp objects should develop.

Gross motor skills is how are body performs big movements (i.e walking). Fine motor skills relates to smaller movements in the body (i.e hands). Over time David will be able to grab things more easily as his gross and fine motor skills would have develop to allow him to do this.

3

Poor response: Whilst the learner has attempted to define gross and fine motor skills, they have not provided the required description of the development of gross and fine motor skills over time.

Poor response: The learner has demonstrated an awareness of the differences between gross and fine motor skills, referring to relevant content from section A1 of the unit specification-Physical Development over the Life Stages.

However, they have not included information regarding the link between gross and fine motor skills and how the larger muscles, for example in the forearm, support the movement of the fingers in order to enable children to develop the ability to grasp objects.

In addition, there are no examples of the use of the fine and gross motor skills to illustrate and support a full description.

TIPS!

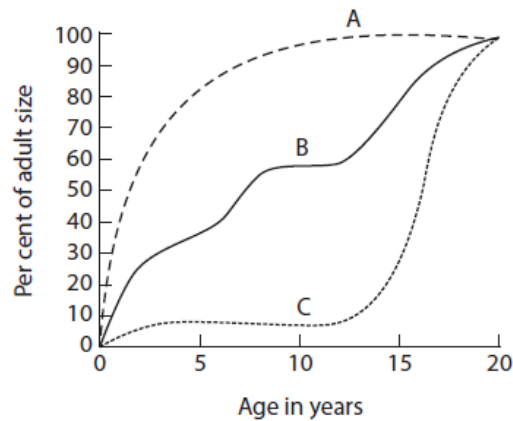
- ➔ Give learners opportunities to practice reading the full question before beginning to write.
- ➔ Use plenary sessions to discuss the requirements of questions, using Sample Assessment Materials.
- ➔ Provide learners with a glossary of the BTEC command verbs to support understanding.
- ➔ Use quizzes to check learners' understanding of the command verbs.
- ➔ Provide practice activities to support learners in understanding the requirements of the command verbs to support full achievement.

Question 2: Which body part is represented by line A?

[Total marks for Q2- 1 mark]

The graph shows how different body parts grow with age.

Graph to show how the different body parts grow with age



2 Which body part is represented by line A?

SKULL / brain 1

The command verb is Identify. Question 2 asks the learner which body part, implying that the learner should identify the correct body part by looking at the graph.

Good response: The learner has correctly identified this, clearly stating the body part required. There is no requirement to add a description and to do so would have wasted valuable time for the learner.

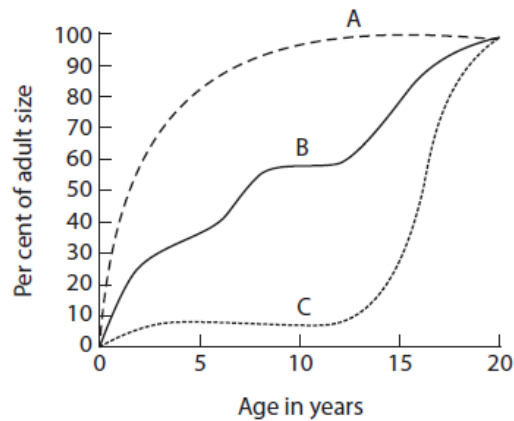
Good response: Question 2 requires learners to identify information from data presented in a graphical format.

The learner has referred to relevant content under section A1 Physical Development over the life stages, recognising that growth is variable across the different parts of the body and is measured using dimensions.

The learner has also demonstrated their ability to accurately read data when presented in a graphical format.

The graph shows how different body parts grow with age.

Graph to show how the different body parts grow with age



2 Which body part is represented by line A?

Heart

Poor response: The learner has complied with the verb and has identified a body part as requested, albeit the wrong one. Had the information been correct, the learner would have complied with the command verb.

Poor response: Question 2 requires the use of recall directly from memory with application to the graph presented.

The learner does not appear to have accurately recalled the different growth rates across the human lifespan, therefore giving an incorrect answer.

The learner has referred to content under section A1 Physical Development over the life stages. However, they appear to have judged the answer to be connected to the shape created by lines A and C, rather than looking at the rate of growth demonstrated by each line.

TIPS!



Provide learners with relevant graphs from text books and the internet, to practice accurate identification of factors etc.



Use group work and quizzes to promote recall of relevant facts.



Use quizzes to support learners in recalling facts and recognising items on graphs.



Offer opportunities to understand data when presented in a graphical format.

Question 3: Explain two possible features of the development of Sarah's self-concept at this stage.

[Total marks for Q3- 4 marks]

3 Explain **two** possible features of the development of Sarah's self-concept at this stage.

1 Adolescence is a period of increased self-awareness and creates emotional vulnerability due to an decrease in confidence and hormonal changes driving physical changes.

2 Due to the developmental process of releasing oestrogen more 'feminine' features will develop. This could ~~be~~ cause feelings of insecurity and a low self image due to a low self esteem caused by the changes in physical appearance.

3

The command verb is explain which means that the learner is required to extend their answer beyond a description, to state how adolescence can affect self - concept, giving reasons for their opinions and facts.

Good response: The learner has identified some of the changes of adolescence and then provide explanation of how these changes could potentially have an effect on the development Sarah's self-concept.

Good response: Question 3 requires learners to explain two possible features of the development of the self-concept in adolescence.

The learner has referred to the case study in their answer, and provided a response which refers to the unit content under section A3 Emotional Development across the life stages.

There are areas which could be improved for example, the learner could have provided a more balanced answer which referred to the development of a positive self-esteem in addition to the explanation of how the self-concept could be negatively affected in adolescence. The learner could also have provided more explanation of how self-esteem is developed and the contributing factors.

3 Explain **two** possible features of the development of Sarah's self-concept at this stage.

1 She will be more aware of the way girls are supposed to look / act which may impact how she perceives herself & others.

2

2

Poor response: The learner has provided a brief description of a possible issue and has attempted to link this to an explanation. However, this is not a full explanation and therefore the learner has not achieved full marks.

Poor response: The learner has referred to the individual in the case study and shown some understanding of a potential feature of development at this stage. The learner has referred to section A3 of Assessment Outcome 1; Emotional Development across the Life stages, 'more aware of how girls are supposed to look/act which may impact you she perceives herself'.

The learner could have improved their answer by explaining how a greater awareness of expected gender behaviour could affect an Individual's perception of themselves, thereby influencing the self-concept negatively or positively. The learner did not provide a second feature which also reduced the mark overall.

TIPS!

- ➔ Use Sample Assessment Materials and provide learners with a glossary of BTEC Command Verbs to discuss which verb applies.
- ➔ Advise learners to attempt all questions to reduce the risk of losing marks.
- ➔ Use timed tests to develop time management in learners.
- ➔ Provide learners with case studies from text books/television soaps to apply the concepts including:
- ➔ Development of self -concept, Development of self -esteem and Effects of life events on human development.

Question 4: Describe three physical symptoms of the perimenopause.

[Total marks for Q4- 6 marks]

4 Describe **three** physical symptoms of the perimenopause.

1 Hot flushes due to a hormonal imbalance in the body can cause the metabolism to increase causing the woman to feel hot frequently when others may feel that it is cold. Julia may feel that her body temperature rises and in the night may experience sweating, known as night sweats.

2 Fatigue; this is when the muscles become overtired and can no longer keep going without more energy. Julia may feel that she needs to rest more and find everyday tasks exhausting. It is known as "crushing fatigue" and is caused by the changes in the hormone balance.

3 Julia will also experience urinary urgency, needing to empty her bladder more frequently. She may also find that her bladder leaks when she coughs or sneezes.

6

The command verb is describe which in the context of the question, means to provide the reader with a clear picture and objective account demonstrating recall in words, of three physical symptoms that may be experienced by women who are experiencing perimenopause. The verb does not imply an explanation of the effects of the symptoms.

Good response: The learner has clearly described three symptoms of the perimenopause and complied with the relevant command verb.

Good response: Question 4 requires learners to describe three physical symptoms of the perimenopause in the context of the case study.

The learner has placed the responses clearly in the context of the case study, referring to the individual by name. A clear description of hot flushes and fatigue have been provided which meet the requirements of the mark scheme. The third example is brief, and could have included the potential development of urinary tract infections to extend the response, nevertheless the description is accurate.

The learner has accurately referred to the unit content in section A1 of the unit content, Physical Development across the Life Stages when referring to hot flushes and night sweats. Whilst fatigue and urinary urgency are not included in the section, they are recognised symptoms of the perimenopause.

4 Describe **three** physical symptoms of the perimenopause.

1 When Julia starts to feel the physical symptoms of perimenopause she may find it that she feels - fatigue all of the time and that she has no energy to work or do anything because she feels drained of energy.

2 Another symptom of perimenopause is mood swings. Julia will start to develop mood swings which will make her feel confused as she could be all happy one minute then next thing you know she wants to rip your jugular vein out of you.

3 Another symptom of perimenopause is vaginal dryness. So when Julia wants to have sex in bed with her partner or whatever she will find it uncomfortable. To this extent Julia will not receive pleasure but will end up doing something else such as ^{playing} 'donkey kong'. This could lead Julia to dislike sex and may try to avoid it as much as possible.

2

Poor response: The learner has produced a partial description of one symptom which, whilst accurate, is insufficient to gain the full two marks. The second answer also provides a partial description but does not address the question.

Poor response: The learner's responses relate to the case study by referring to the individual as 'she' throughout the work. The learner has accurately named a symptom of the Perimenopause which is not included on the unit specification but can be found in all reputable sources on the topic. It should be noted that section A1 of the unit content states 'symptoms to include....' thereby indicating that other, additional symptoms could be present. The learner could have improved their work by expanding on the effects of fatigue and linking the symptom to the effects of fluctuating hormones.

The second response presented by the learner is inaccurate, as it refers to an emotional effect, gaining no marks.

TIPS!



Use practice sessions to support learners in producing extended answers.



Remind learners that answers must refer to the correct area of development in order to gain marks.



Use revision times to support learners in extending their responses to mock questions.

Question 5: Evaluate possible explanations for the development of grammar with reference to Chomsky's theory of language acquisition.

[Total marks for Q5- 10 marks]

- 5 Evaluate possible explanations for the development of grammar with reference to Chomsky's theory of language acquisition.

Chomsky's theory explains that people are not pre-programmed to learn certain languages but have an instinct to learn language. The idea is that wherever people live they will acquire that language. David's grammar may develop if he is spoken to and encouraged to respond. As children learn by imitation it is quite possible that Chomsky's theory of universal grammar is incorrect because they may learn words and phrases in more than one language, but may not understand them in both or the order they should come in. Skinner disagreed with Chomsky and argued that children will copy a word said by an adult or another child and then if they are rewarded with a response, they will say it again so that it is reinforced. However, this does not explain why young children use the wrong tense or say sentences in the wrong order. However studies have shown that children without human contact do not seem to develop grammar. Bandura's social learning theory also offers an explanation as children do copy speech patterns from parents and other family members. This is called modelling as children may

model speech patterns from family and other people in their local area which will help to explain regional use of grammar. To conclude, all of the major theories have something to offer and a combination of all may explain the development of grammar.

The command verb is evaluate which requires learners to draw on varied information, including the different explanations provided by theorists to consider aspects such as strengths or weaknesses of each explanation and their advantages or disadvantages, and relevance or significance to the development of grammar in children.

Good response: The learner has provided three evaluations to meet the requirements of the question. Question 5 is marked against a set of level descriptors rather than being awarded a mark for each point made. The learner has provided the evaluations at band 2 which is 4-6 marks. The learner has demonstrated accurate knowledge and the work includes some linkages and interrelationship between factors. However, the judgements made are not fully supported and therefore, the highest marks were not awarded.

Good response: Question 5 requires the learner to evaluate different explanations for the development of grammar with reference to Chomsky's theory of language acquisition.

The learner has not set the work in the context of the case study however, the information is accurate and the learner has not been penalised for this. The learner has referred to several theories of language acquisition and the content is accurate. However, there are gaps for example, there is no reference to the 'critical period' described by Chomsky which is seen to affect the development of an understanding and use of the rules of grammar.

There is evidence of evaluation with all three theories included and the learner has provided some reasoning for the evidence presented. The learner has included evidence from section A2 Intellectual Development across the Life Stages and also information from either class notes or personal research which is to be anticipated at level 3. The expansion of the evaluations to further justify the opinions expressed would have raised the grade.

- 5 Evaluate possible explanations for the development of grammar with reference to Chomsky's theory of language acquisition.

Chomsky's theory is that humans are born with the instinct for acquiring language. This theory showed that vocabulary and overall ~~form~~ vernacular is dependent upon environment and therefore exemplifies the argument stated in the 'nature' part of the nature/nurture debate.

This would justify why a child demonstrates certain language traits dependent upon what they have been exposed to.

Poor response: The learner has not provided an evaluation of the explanations required but has presented a partial description of Chomsky's theory of language acquisition.

Poor response: The learner has not answered the question but has instead, made some statements about Chomsky's theory. There is no inclusion of other, possible explanations of the development of grammar and no justification for the statements made.

In order to answer the question, the learner should have evaluated at least two possible explanations for the development of grammar, referring to Chomsky's theory rather than merely stating some information regarding the theorist. 1 point has been awarded for accuracy of facts included.



Use the Sample Assessment Materials in revision sessions, to enable learners to understand the requirements of each level.



Use the Sample Assessment Materials to provide learners with experience of reading questions and deciding the requirements before beginning to write.



Provide learners with a glossary of the BTEC Command Verbs.

Question 6: Using the information given about Julia and your own knowledge, discuss how both genetic factors and the environment may account for Julia's current state of health.

[Total marks for Q6- 10 marks]

- 6 Using the information given about Julia and your own knowledge, discuss how **both** genetic factors **and** the environment may account for Julia's current state of health.

9

Julia lives in an area of high unemployment, which may mean that she will find it difficult to get a job to support her family and could have to live on benefits. This will mean that she cannot afford good food but only be able to buy cheaper foods and ready meals. This will mean that Julia is living on a lot of fatty food and not a lot of fresh fruit and vegetables, pushing her cholesterol levels even higher.

Added to this, Julia's family has a history of high cholesterol which means that her genetic inheritance and her financial circumstances could combine to raise her cholesterol levels and place her at risk of heart disease.

If Julia is unemployed she will not be able to take part in sports or go to a gym to exercise and keep fit. This will add to her health problems and increase the chances of high blood pressure.

The fact that the area has a high crime rate could mean that Julia does not feel safe to go walking or

jogging and this will also reduce her chances of healthy exercise. The combination of genetic and environmental factors are both contributing to Julia's state of health. However, while she cannot change her genes, a healthier and safer environment would contribute to improved health for Julia.

The Command verb is discuss which means to examine each point in turn, considering how they interrelate and the importance of each. The learner has provided a clear and accurate discussion that examines and links the different points and forms a logical conclusion.

Good response: Question 6 is marked against a set of level descriptors rather than being awarded a mark for each point made. The learner has provided the evaluations at band 3 and awarded a mark of 9.

Good response: Question 6 requires learners to use the information provided in the case study and their own knowledge.

The learner has placed their evidence in the context of the case study, referring accurately to information from Assessment Outcome 2 section B Factors Affecting Human Lifespan Development and specifically B2 Genetic factors and B3 Environmental factors.

The learner has recognised the risks to health created by the subject's genetic profile combined with the negative environmental factors that exist in the case study.

All of the information presented is accurate and the learner has used technical and sector specific terms appropriately.

Whilst there are some assumptions included in the work, these do not detract from the overall quality of the evidence presented.

- 6 Using the information given about Julia and your own knowledge, discuss how **both** genetic factors **and** the environment may account for Julia's current state of health.

Because in her area unemployment is high; it means most people will live off of benefits and that area will be poor, she may not be able to afford things she needs like the appropriate food or her diet or products to clean with so, she could catch infections from dirty things around the house. Also because she has high cholesterol she may not be able to get to a health service to make sure she doesn't also have heart disease

3

Poor response: The learner has not presented a discussion but instead, has produced a set of comments which refer to the case study but do not clearly answer the question.

Poor response: The learner has referred to some relevant unit content from Assessment Outcome 2 section B in that they have commented upon factors in Julia's environment, (high unemployment and poverty) and also the inherited high cholesterol level stated in the case study, (sections B1 and B2 of the unit content). However, the work is disjointed and does not discuss the details of the pertinent issues.

To improve the grade, the learner should apply the command verb and discuss each relevant factor, using knowledge rather than opinions gained from class sessions, personal research the case study provided. Discussion on the effects of a low income on Julia's diet, the lack of safety produced by a high crime rate potentially reducing opportunities for exercise combined with the risk due to inherited factors would have improved the grade.

Question 6 is marked against a set of level descriptors rather than being awarded a mark for each point made. The learner has provided the evaluations at band 1 and awarded a mark of 2.

TIPS!



Use the SAMS to examine the way that levelled answers are marked, and linked to the command verb.



Use Sample Assessment Materials to discuss the main points.



Use revision sessions to support learners in planning and writing responses to long answer questions.



Provide learners with a glossary of the BTEC command verbs and discuss the meanings in class plenary.

Question 7: Discuss the likely negative effects of living in a deprived area on Sarah and David's development.

[Total marks for Q7- 10 marks]

- 7 Discuss the likely **negative** effects of living in a deprived area on Sarah and David's development.

Sarah and David's development could be affected negatively in several ways. Firstly, due to their mother potentially not being able to get a job due to the high unemployment where they live, their diet may not be as healthy as it should be. If Julia cannot afford fruit and vegetables and other food with lots of nutrients, their growth could be affected and also their immune system meaning that they could develop more illnesses. This could lead to more time off school affecting their intellectual development and reducing their opportunities to achieve good grades.

The high crime rate could mean that Julia doesn't want Sarah and David to join in with social activities in case they meet people who could encourage them to join in with criminal activities. Sarah and David could become socially isolated and not form relationships or develop social skills.

The high crime rate might also mean that they don't take part in outside activities but stay at home. This could have an impact on their physical development as it would reduce their chances of keeping fit and playing outdoor games which could affect their muscles and confidence in physical activity. Overall all areas of development are linked and affected and Sarah and David couldn't reach their full potential due to the effects of various factors in the area.

8

Good response: The learner has provided a clear and accurate discussion that examines and links the different points, noting the importance of each and forms a logical conclusion.

Question 7 is marked against a set of level descriptors rather than being awarded a mark for each point made. The learner has provided the evaluations at band 3 and awarded a mark of **8**.

Good response: Question 7 requires a discussion of the likely negative effects of living in a deprived area on Sarah and David's development.

The learner has accurately discussed the likely negative effects of living in the deprived area, placing the evidence in the context of the case study.

Accurate sector specific terms are included as appropriate and the learner has included relevant content from Assessment Outcome 2 section B Factors affecting Human Growth and Development; B3 Environmental Factors and B5 Economic Factors.

The learner has also demonstrated an understanding of how one area of development may affect the progress of another, referring to section B1.

To improve the work further, more details regarding potential illness and emotional effects on development could have been included.

- 7 Discuss the likely **negative** effects of living in a deprived area on Sarah and David's development.

one negative effect of living in a deprived area for Sarah and David's development may be the poor education due to the lack of money being put into the local area. Also, ~~they~~ ~~may~~ Sarah is going through teenage years where she is very influential which will make her more vulnerable and it is very likely she could start hanging around with the wrong people.

2

Poor response: The learner has described two potential issues which could affect Sarah and David's development however, there is no evidence of discussion and therefore, the learner has not fully met the requirements of the question.

The learner was awarded 2 points as the work was in Band 1 (1-3).

Poor response: The learner has set the evidence provided within the context of the case study and referred to each of the individuals in turn. They have also described to potential issues that may have a negative effect on the development of the two individuals named. However, they have not discussed the factors fully or linked them to areas of development named in the unit content, for example, David's potentially poor education could affect his intellectual development and Sarah's vulnerability could mean that she is affected emotionally becoming insecure and unable to form positive relationships.

TIPS!

- ➡ Ensure that learners have access to the unit content and that all parts of the content are delivered prior to assessment.
- ➡ Test learner knowledge following delivery of each Assessment Outcome to check on understanding.
- ➡ Use revision sessions to support learners in writing timed, long answer questions.
- ➡ Provide a glossary of verbs and use class plenary to discuss meanings.
- ➡ Test understanding of each Assessment Outcome at the end of delivery.

Question 8: Outline how this divorce may have affected Sarah's emotional development.

[Total marks for Q8- 6 marks]

8 Outline how this divorce may have affected Sarah's emotional development.

Sarah's emotional development may have been affected by the divorce as it might have made her feel insecure so that she doesn't feel that she can trust people. This is because she feels that her parents have broken their trust with each other and with her. Sarah might also feel that other people will let her down.

5

Sarah could feel that the divorce is somehow due to something she did wrong and could feel guilty. This could reduce her self-confidence and her self-esteem. She might feel that she has to take sides and this will worry her as she loves both parents and doesn't want to upset either of them.

The command verb is outline which requires learners to provide a brief description, a clear and objective account which is less extensive than a full description of the main effects on Sarah's development, of her parents' divorce.

Good response: The learner has clearly provided this demonstrating an understanding of some of the important issues.

Good response: Question 8 requires the learner to outline the effects of her parents' divorce, referring to Unit content section A3 Emotional Development across the Life Stages.

The learner has set the answer in the context of the scenario, referring to Sarah by name and demonstrating an understanding of pertinent issues.

Although brief, the learner's evidence presented clearly outlines information taken from section B6 Major Life Events that affect Development, clearly linking the divorce to effects on Sarah's emotional development and including relevant terms and phrases.

8 Outline how this divorce may have affected Sarah's emotional development.

Sarah may feel alone and like her parents let her down, due to them not staying together to ensure she had a good & easy life. However, she may feel more happy due to there being less argument within her home.

1

Poor response: Whilst the learner has provided comments on two potential effects, the answer is not sufficiently in-depth and is more representative of a BTEC level 2 qualification answer.

Poor response: The learner's response alludes to the disruption of attachment that could be potentially caused by the divorce by stating that 'Sarah may feel alone'. The learner has also stated a potentially positive effect of the divorce-less arguments at home, but for neither point, is there a clear link to the effects on Sarah's emotional development. For example, the development of emotional resilience or emotional stability, reducing the effects of the divorce and supporting Sarah as she moves through her life stages. A level three answer would also have included the use of technical terms and phrases, for example, naming the disruption of attachment when divorce is acrimonious-(arguments' and the effects of family dysfunction.



Use plenary to discuss how to answer test questions.

Question 9: Outline the ways in which this might affect their physical health.

[Total marks for Q9- 6 marks]

9 Outline the ways in which this might affect their physical health.

Poor housing could include poor ventilation because there could be a problem with opening the windows. This could lead to a lack of fresh air, breathing in any bacteria from coughs and colds. This could lead to worsening respiratory problems such as asthma.

Also the house could be poorly heated making the house so cold in bad weather that the family develops hypothermia.

If the house is not well repaired then accidents could happen causing physical damage to the family for example if they fell down.

6

The command verb is Outline which requires learners to provide a brief description-clear and objective account summarising the main points.

Good response: The learner's answer meets the requirements of the command verb.

Good response: Question 9 requires learners to outline the ways in which living in poor housing could affect their physical health.

The learner has referred to unit content in section B3 Environmental factors that affect development, providing a summary of some of the main points and demonstrating an understanding of the issues named.

9 Outline the ways in which this might affect their physical health.

They could be struggling to pay for food which could affect them physically.

Also they could look drained or damaged if their clothes are damp and dingy.

0

Poor response: The learner has alluded to the effect of poor food on physical health but this is not relevant and does not answer the question. The second point made by the learner is also not relevant. The learner has not been awarded any marks.

Poor response: To meet the requirements of the question, the learner should have referred to potential effects such as damp conditions and the effects on physical health, including worsening of existing respiratory conditions such as asthma. The learner could also have suggested that any incomplete repairs on the structure of the house could have increased the risk of accidents leading to damage to limbs or body parts.

The learner could have also suggested that poor heating provision could have resulted in general physical discomfort and hypothermia, particularly in the winter months.

Section B3

Environmental Factors that affect development, includes information on the effects of poor housing on physical health.



Use revision sessions to support learners in reading questions and identifying relevant points



Discuss answers to Sample Assessment Materials in quizzes to reinforce understanding

Question 10: Identify the services that might be available to support Joseph in his home when he is discharged from the respite facility.

[Total marks for Q10-3 marks]

10 Identify the services that might be available to support Joseph in his home when he is discharged from the respite facility.

- 1 Health Visitor
- 2 G.P.
- 3 Care worker to check on him.

3

The command verb is identify –to indicate the correct features or factors, demonstrating an understanding of the main features.

Good response: The learner has provided three accurate answers to meet the requirements of the command verb and the question. The learner has therefore been awarded the full 3 marks.

Good response: Question 10 requires learners to Identify relevant services, indicating the main features or factors and demonstrating an understanding of these.

The learner has accurately identified information from section B3 Environmental factors that affect development referring to bullet point 3, health and social care services and matching the services correctly to the requirements of the question.

The learner has demonstrated that they have fully understood the question before providing a response.

10 Identify the services that might be available to support Joseph in his home when he is discharged from the respite facility.

- 1 Residential Care Homes.
- 2 Day Centres.
- 3 Mobile Carers.

1

Poor response: The learner has identified one accurate service-. However, the other two examples are incorrect. The learner has therefore been awarded one mark for the correct answer.

Poor response: The learner has identified mobile carers, meaning care workers who visit the home which is correct. However the other two examples are not services to be provided at home for Joseph.

The learner has considered information from section B3 Environmental factors that affect development and referred to bullet point three, Access to health and social care services however, they have misunderstood the roles of the first two points presented in their work.



Use revision sessions to underpin understanding of the command verb.



Use matching activities to support learners in matching services to the needs of service users.



Use quizzes to test learner knowledge on the suitability of services.



Invite guest speakers who work in relevant services to underpin understanding.

Question 11: To what extent might recent life changes have affected Joseph's emotional wellbeing?

[Total marks for Q11- 12 marks]

11 To what extent might recent life changes have affected Joseph's emotional wellbeing?

The combination of Joseph's wife dying and losing the job at the supermarket, would have combined to negatively affect his emotional well being. The Holmes - Rahe Social readjustment scale shows that the combination of these two factors will have a big effect on Joseph, leading to raised stressed levels. Added to this, the loss of his partner will cause a big social change, possibly leading to lowered self-esteem as Joseph now has to go to places on his own, making him 'out of it' and affecting his confidence levels. Joseph may not have been used to going to places without his wife and so he may feel nervous, leading to social isolation and depression.

7

The command verb is to what extent which requires learners to give clear details and reasons for their opinions. It could also include a conclusion and the reasons why judgements are made.

Good response: The learner has provided an answer that clearly complies with the command verb. The learner has received a mark of 7.

Good response: Question 11 requires the learner to give detailed answer with regard to the extent recent life changes that could have affected the emotional wellbeing of Joseph named in the stem.

In their answer, the learner has referred to information included in section B6 of the unit specification, major life events that affect development and also section C2 the psychological effects of ageing. The learner has used this information, linking the relevant details of from the case study, with the appropriate, unit content and giving reasons for their opinions.

The learner could have extended their work further by addressing the alcohol issue and the effects of entering respite care which was life -changing.

This question was marked at level 3 receiving a mark of 7. The learner evidence demonstrates linkages between factors showing that a judgement has been made.

11 To what extent might recent life changes have affected Joseph's emotional wellbeing?

Joseph used to be depressed as he lost his job and turned to drinking. He also had poor physical hygiene which may have made him disgusted with himself. However, after his respite care his emotional wellbeing may have ~~impr~~ improved. He is eating healthier and has better personal hygiene and his drinking problem is being combated - this hopefully will lead to Joseph becoming less aggressive and depressed.

3

Poor response: Whilst the learner has referred to one life event, linking this to an emotional effect-depression, they have not complied with the command verb and answered the question.

Poor response: The learner has accurately referred to Joseph's loss of employment, linking this to an emotional effect-the development of depression. However, whilst the reference to self-esteem is connected to the answer, the learner has not linked this to a life event and the comment on Joseph's personal hygiene is irrelevant.

To improve the work, the learner should have clearly linked the life changes named in the case study, e.g. the death of his wife, retirement and then redundancy, linking these clearly to Joseph's emotional wellbeing, giving clear reasons for their opinions. For example, the loss of Joseph's wife may have contributed to his depression due to the fact that he now lives alone and has no one to rely on for support. Joseph could feel that he is less important because he has always been seen as part of a pair. Losing his job would add to this making Joseph feel that he doesn't matter anymore to anyone.



Use Sample Assessment Materials to support learners in correctly interpreting the requirements of questions.



Use peer assessment/group work to develop confidence in learners when answering mock questions.



Use revision sessions to time learners in answering extended questions in sufficient detail.

Question 12: With reference to the scenario, explain giving two examples of how social disengagement theory applies to Joseph's recent life.

[Total marks for Q12- 6 marks]

12 With reference to the scenario, explain giving two examples of how social disengagement theory applies to Joseph's recent life.

1. Social Disengagement theory was first described by Cummings and Henry in 1961. The theory suggests that people make a positive effort to disengage from society as a response to their reduced abilities and skills which are a natural part of ageing. Following the loss of his job at the supermarket, Joseph withdrew into alcohol. Although someone can do this at any age, the loss of his wife combined with the redundancy could have made Joseph feel that he would like to withdraw from life, using the alcohol to do this.

2. Another example would be Joseph's refusal to eat and sleep in a bed, which could have been his way of showing that he no longer had to comply with the rules of society.

6

The command verb is Explain which, in the context of the question means to give reasons to support opinions, views and arguments. The learner was required to say how the theory applies to Joseph's life.

Good response: The learner has accurately defined the theory and then given two accurate examples with reasoning.

Good response: Question 12 requires learners to explain, giving two examples of how social disengagement theory applies to Joseph's life.

The learner has set the work in the context of the scenario which is required at level 3. They have referred to unit content in section C2. The Psychological changes of ageing and combined this with either their own research or information delivered in class, to good effect.

This answer attracted the maximum mark of 6.

12 With reference to the scenario, explain giving two examples of how social disengagement theory applies to Joseph's recent life.

1 It applies to Joseph's recent life as he has lost a lot of his social life since leaving work, so he doesn't speak ~~to~~ or socialise with anyone at home apart from Julia. Therefore he is disengaging from social aspects of his life, making him more withdrawn from society.

3

2

Poor response: Whilst the learner does provide an example of disengagement, there is no link to the theory and the answer is insufficient to meet the standard of the qualification.

Poor response: The learner has shown some understanding of social disengagement however, there is no mention of social disengagement theory and no examples of how Joseph's recent life actually links with this.

To improve the work a definition of social disengagement theory linking this with examples of Joseph's life, for example turning to alcohol rather than discussing issues with his daughter and not taking care of his personal hygiene which could have led to social isolation, and promoting disengagement, would have produced a more appropriate answer.



Use peer assessment to support learners in developing confidence when producing long answer questions.

Question 13: Justify how overcoming his drinking problems may impact on Joseph's health and wellbeing.

[Total marks for Q13- 10 marks]

13 Justify how overcoming his drinking problems may impact on Joseph's health and wellbeing.

Based on historic events fuelling major emotional complexities, his drinking may have been a coping strategy. Overcoming this will result in restoring his sense of self-worth and confidence due to being given the tools and emotional support to manage this health and acquire motivation to defy disengagement theories and re-engage in social interaction.

Overcoming excessive drinking will also result in his internal functioning beginning the recuperation process and optimising his chances of better health and wellbeing, combined with lifestyle changes and emotional health.

Ultimately, this may also lengthen his life expectancy.

10

The command verb is Justify which means to give reasons to support an opinion or prove that something is right or reasonable.

Good response: The learner has provided a good answer which complies with the command verb and meets the requirements of the question.

Good response: Question 13 requires the learner to justify how overcoming his drinking problems may impact Joseph's health and wellbeing.

The learner has accurately referred to section B3 Environmental factors that affect Development. Specifically access to health and social care services and also section C2 psychological changes of ageing.

The learner has also added information from their own research or that obtained in class, to produce a well written answer which meets the requirements of band 4 and attracts a mark of 10.

13 Justify how overcoming his drinking problems may impact on Joseph's health and wellbeing.

The drinking may relieve his negative mental state preventing anxiety and social withdrawal.
He will not get alcohol poisoning and may adopt healthier lifestyle and eating habits
- less fatigue - less tired

2

Poor response: The learner has identified possible benefits but has not complied with the command verb.

Poor response: Whilst the learner has referred to potential benefits for overcoming a drinking problem, the learner has merely identified these and has not provided an enhanced piece of writing justifying suggested benefits with clear reasoning, as would be required to meet the full marks for this question.

This question is marked according to the grade bands included in the mark scheme for the Sample Assessment Materials. The work presented is at level 1 as it demonstrates isolated knowledge and understanding of relevant information.



Give learners access to the Sample Assessment Materials mark scheme to support understanding of how to achieve the highest marks.



Use plenary to discuss how to answer level based questions.



Use case studies to support learners in applying knowledge prior to external tests.

Unit 1: Human Lifespan Development – sample mark scheme

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes*

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts: indicative content, and levels-based descriptors. Indicative content reflects specific content-related points that a learner might make. Levels-based descriptors articulate the skills that a learner is likely to demonstrate in relation to the assessment outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Question number	Answer	Mark
1	<p>Award 1 mark for definition of gross motor skills and 2 marks for extension, up to a maximum of 3 marks.</p> <p>Award 1 mark for definition of fine motor skills and 2 marks for extension, up to a maximum of 3 marks.</p> <p>Gross motor skills:</p> <ul style="list-style-type: none"> • are big movements that use the large muscles in the arms, legs, torso, hands and feet (1) • occur between six and nine months (1) • used for palm grasp (1) • allow a child to hold items gripped in the palm of the hand (1). <p>Fine motor skills:</p> <ul style="list-style-type: none"> • are small movements that use the small muscles of the fingers, toes, wrists, lips, and tongue (1) • occur between nine and twelve months (1) • used for pincer grasp (1) • allow a child to hold items between thumb and forefinger (1). <p>Accept any other suitable answers.</p>	(6)

Question number	Answer	Mark
2	Head/head and neck/brain/skull.	(1)

Question number	Answer	Mark
3	<p>Award 2 marks for each explanation of how self-concept will develop during adolescence, 1 mark for feature and 1 for extension.</p> <ul style="list-style-type: none"> • Sense of self becomes stronger (1) which can lead to conflicts/rebellion/anger (1). • Friends replace family as main source of support (1), begin to compare with others in peer group (1). • Capacity to attach oneself to new ideas and concepts becomes stronger (1) which can lead to idealism/fanaticism is apparent (1). <p>Accept any other suitable answers.</p>	(4)

Question number	Answer	Mark
4	<p>Award 1 mark for identification of a physical symptom of the perimenopause up to a maximum of 3 marks. Award 1 mark for extension of each physical symptom identified up to a maximum of 3 marks.</p> <p>Likely responses include:</p> <ul style="list-style-type: none"> • irregularity in menstruation/menorrhagia (1) leading to an eventual cessation of periods (1) • difficulties with becoming pregnant (1) due to irregular ovulation (1) • night sweats/hot flushes due to hormonal fluctuations (1) leading to insomnia/sleeping problems (1) • loss of libido/sex drive (1) often due to vaginal dryness/pain during intercourse (1). <p>Accept any other suitable answers. Only accept physical effects, reject mood swings, stress, irritability, etc.</p>	(6)

Question number	Indicative content	
5	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Chomsky’s theory:</p> <ul style="list-style-type: none"> • children learn words • innate, biological grammar • knowledge of verbs and nouns • language acquisition device. <p>Arguments in support:</p> <ul style="list-style-type: none"> • children learning to speak never make grammatical errors such as getting their subjects, verbs and objects in the wrong order • if an adult deliberately said a grammatically incorrect sentence, the child would notice • children often say things that are ungrammatical such as ‘mama ball’, which they cannot have learned passively • children go through the same stages of language acquisition at similar times regardless of language spoken. <p>Arguments against:</p> <ul style="list-style-type: none"> • no evidence that children have a LAD • language learning could merely be through general learning and understanding abilities and interactions with other people • emphasis is on grammar and not meaning • phonetics may play an important role in the acquisition of language. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. • Conclusions may be presented, but are likely to generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. • Evaluation is presented leading to conclusions but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions. • Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made. • Displays a balanced evaluation demonstrating an awareness of competing arguments, leading to conclusions. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.

Question number	Indicative content	
6	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Genetic:</p> <ul style="list-style-type: none"> • mother suffered with heart disease • family history of high blood cholesterol • possibility of genetic predisposition. <p>Environmental:</p> <ul style="list-style-type: none"> • poor housing may lead to health problems due to: <ul style="list-style-type: none"> ○ pollution ○ damp ○ inadequate heating/lighting/sanitation • environment (nurture) may exacerbate inherited conditions (nature) • improved environment could be used to reduce effects of inherited illness. <p>Combination:</p> <ul style="list-style-type: none"> • Julia’s illness could be due to stress caused by <ul style="list-style-type: none"> ○ awareness of possible inherited disease ○ living conditions ○ financial situation ○ social circumstances • stress-diathesis model. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.

Question number	Indicative content	
7	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers must relate to environmental factors of development, for example:</p> <ul style="list-style-type: none"> • neighbours likely to be decreasing – death/moving away • lonely/socially isolated • visitors unlikely as area has no facilities • withdrawal from society/family • lives in fear/afraid to venture out • depressed • low self-esteem/negative self-concept • stressed • lack of interest in home/surroundings due to vandalism • unable to fulfil potential • community support poor or absent • poor health and social care facilities • pollution causing asthma and respiratory problems • quality of life poor • transport networks poor or lacking • social networks inadequate • educational opportunities may be limited in a deprived area thus reducing intellectual development, e.g. lack of libraries, learning facilities, cultural development opportunities • schools may not be of a high standard • if they are poor they might have an inadequate diet. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.

Question number	Answer	Mark
8	<p>Do not accept any emotional change more than once, e.g. upset or stress.</p> <p>Negative outcomes of divorce:</p> <ul style="list-style-type: none"> • emotional trauma caused by divorce (1) • grieving due to absence of father (1) • uncomfortable with attention on her (1) • feels responsible for brother and mother/anxious (1) • lowered self-esteem/negative self-concept (1) • depressed and sad/stressed/upset (1) • missing friends to talk to (1). <p>Positive outcomes of divorce:</p> <ul style="list-style-type: none"> • closer relationship with mother (1) • less arguing/stress at home (1) • possible increase in external social support such as extended family (1) • possibility of step-siblings and a greater opportunity to socialise (1). <p>Accept any other suitable answers.</p>	(6)

Question number	Answer	Mark
9	<p>Poor housing is associated with a variety of disorders:</p> <ul style="list-style-type: none"> • damp/mould leads to respiratory disorders (1) • inadequate heating leads to hypothermia (1) • increased risks of infection due to poor sanitation/vermin (1) • poor lighting/safety may lead to accidents and injuries (1) • possible increases in pollution – air/noise can lead to respiratory/cardiovascular/hearing problems (1) • stress and anxiety caused by social problems associated with areas of poor housing can lead to high blood pressure and cardiovascular disorders (1) • depression and mood disorders as a result of poor housing could lead to self-harm (1). <p>Award up to 6 marks for links between poor housing and health.</p>	(6)

Question number	Answer	Mark
10	<ul style="list-style-type: none"> • Meals on wheels (1). • Home help (1). • Befriending (1). • Domiciliary care (1). • District nurse (1). Award up to 3 marks for appropriate services. Accept any other appropriate answers.	(3)

Question number	Indicative content
11	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers relating to his emotional health, for example:</p> <p>Positives:</p> <ul style="list-style-type: none"> • his health improved, allowing him to return home • retiring from work can give Joseph more time for his hobbies/interests, building his self-esteem • gaining employment following retirement • having a supportive family. <p>Negatives:</p> <ul style="list-style-type: none"> • becoming widowed • retirement can have negative effects • losing his post-retirement job • health issues • reduced mobility restricts his physical ability • negative effects of increased drinking • bouts of forgetfulness • having to go into a residential home for respite care • deterioration of personal hygiene • detention in hospital against his will • feelings of mistrust in his carers. <p>Impact on emotional wellbeing:</p> <ul style="list-style-type: none"> • stress, low mood, negative self-concept, anger, frustration, depression, low on Maslow's hierarchy of needs as not meeting his own needs, poor self-concept, low self-esteem.

Mark scheme (award up to 12 marks) refer to the guidance on the cover of this document for how to apply Levels Based Mark Schemes*.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Response likely to consist of basic description of information. • Arguments may be presented, but are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.
2	4–6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. • Arguments are presented leading to conclusions being arrived at but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information with a few minor gaps or omissions. • Evidences application demonstrating linkages and interrelationships between factors leading to a judgement/judgements being made. • Displays a well-developed and balanced argument leading to rationalised conclusions. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and depth of understanding of relevant information; any gaps or omissions are minor. • Evidences thorough application demonstrating linkages and interrelationships between factors leading to judgements being made. • Displays a well-developed, balanced and coherent argument demonstrating a thorough grasp of competing viewpoints, leading to supported conclusions. • Demonstrates the use of logical reasoning, evidenced throughout response which is clear and uses specialist technical language consistently and fluently.

Question number	Answer	Mark
12	<ul style="list-style-type: none"> • Joseph has a poor diet and/or mobility and this affects his health (1). Joseph is unable to maintain a job/go to social settings (1). Joseph has less opportunity to socialise/social disengagement (1). • Joseph is becoming very forgetful/aggressive (1). This results in poor hygiene/less sociability (1). Joseph has less people to socialise with/social disengagement (1). <p>Award up to 3 marks for correctly identifying a feature of Joseph's recent life related to social disengagement theory. Up to 3 extra marks are to be awarded for appropriate expansion and assessment of these features.</p> <p>Accept any other suitable answers.</p>	(6)

Question number	Indicative content	
13	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>For example:</p> <ul style="list-style-type: none"> • Joseph’s relationship with Julia would probably improve • Joseph would take more care of his personal hygiene • Joseph would feel better mentally • Joseph would feel better physically – he would have reduced chances of liver disease, type 2 diabetes, risk of infection and illness caused by poor hygiene • Joseph’s mood may improve – having his basic needs met would make him feel better about himself emotionally, his self-esteem would improve, also because alcohol is a depressant which causes low mood, he would be more likely to have improved mood by reducing his drinking • Joseph’s bouts of aggression would lessen • Joseph would have more energy • Joseph’s appetite would improve • Joseph’s sleep pattern would improve • Joseph’s interest in hobbies would improve • Joseph would become more sociable – improved self-concept as more likely to develop better relationships with others, thus making him feel more positive about himself. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Justification likely to consist of basic description of information. • Conclusions may be presented, but are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. • Justification is presented leading to conclusions but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions. • Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made. • Displays a balanced justification demonstrating an awareness of competing arguments, leading to conclusions. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.